

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION –ESEA 1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD	School: ROOSEVELT SCHOOL #7
Chief School Administrator: NICHOLAS PERRAPATO	Principal: Jennifer Alfonso
Chief School Administrator's E-mail: nperrapato@gboe.org	Principal's E-mail: jalfonso@gboe.org
Title I Contact: GERI LEDFORD	Principal's Phone Number: 973-340-5037 EXT. 7728
Title I Contact E-mail: gledford@gboe.org	
District: GARFIELD	School: ROOSEVELT SCHOOL #7

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION –ESEA 1114

Critical Overview Elements

- The School had 9 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$2,978,478 , which comprised 97.1% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$3,311,150 , which will comprise 97.2% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Data Team	#1, # 2 & # 3	Yes	School wide	\$2,520
Online Educational Programs for ELA	#1 & #2	Yes	School wide	\$2,900
Online Educational Programs for Math	#2 & #3	Yes	School wide	\$6,720
Leveled Library	#1 & #2	Yes	School wide	\$10,800
IPADs and Technology	#1, # 2 & # 3	Yes	School wide	\$20,252
Daily Five Support	#1 & #2	Yes	School wide	\$700
Extended Day Program	#1, # 2 & # 3	Yes	School wide	\$4,000
				\$47,892

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mrs. J. Alfonso	School Staff - Administrator	Yes	Yes	Yes	
Mrs. J. Yuppa	School Staff – Assistant Curr. Supervisor	Yes	Yes	Yes	
Mrs. D. Mouser	School Staff - Classroom teacher	Yes	Yes	Yes	
Mrs. R. Hawroniak	School Staff – Data Team - Classroom teacher	Yes	Yes	Yes	
Mrs. J. Malave	School Staff – Technology Teacher- Data Team	Yes	Yes	Yes	
Ms. J. Tweer	School Staff – Data Team - Special Education	Yes	Yes	Yes	
Mrs. D. Biasucci	School Staff - Reading Specialist	Yes	Yes	Yes	
Mrs. H. Bedwinek	School Staff - ESL	Yes	Yes	Yes	
Mrs. J. Kovach	School Staff - Classroom teacher- Data Team	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
July 2014 – Feb. 2015	Dist. Lead. Meeting – Curriculum Office	Needs Assessment	Yes		Yes	
February 2015	Dist. Lead. Meeting – Curriculum Office	Program Evaluation	Yes		Yes	
May 2015	Dist. Lead. Meeting – Curriculum Office	Plan Development	Yes		Yes	
Sept. 2014 – Dec. 2014	PLC / Design Team – School #7	Needs Assessment	Yes		Yes	
Dec 2014	PLC / Design Team – School #7	Program Evaluation	Yes		Yes	
Dec 2014	PLC / Design Team – School #7	Plan Development	Yes		Yes	
Sept. 2014 – Feb. 2015	Data Team Committee – School #7	Needs Assessment	Yes			No
April 2015	Data Team Committee – School #7	Program Evaluation	Yes			No
May 2015 – June 2015	Data Team Committee – School #7	Plan Development	Yes			No

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

- To develop an environment which addresses each student's unique nature and learning ability.
- To develop a learning environment which is accepting of and has appreciation for the cultural diversity of students, staff, and community.
- To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential.
- To encourage creative expression and the recognition of communicative, practical, and aesthetic arts.
- To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health.
- To develop an opportunity for the application of ever-changing technology.
- To encourage staff members to utilize opportunities for keeping abreast of new trends in education.
- To develop an environment which addresses each student's unique nature and learning ability.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

All strategies and programs were implemented in 2014 – 2015.

2. What were the strengths of the implementation process?

There was a marked improvement in teacher communication and collaboration regarding the common core standards and a willingness to expand and share instructional strategies and resources. These improvements have impact on the students in both Language Arts and Math. Classroom observation show the implementation of the common core standards, differentiated instruction, group writing, writing centers, guided reading groups, and math centers. With the assistance of the William Paterson University Professors in Residence running records were implemented and literacy training was given to the staff.

3. What implementation challenges and barriers did the school encounter??

The challenges facing the school and district have been trying to find substitute coverage for teachers to attend professional development embedded in the school day, funding for qualified providers of professional development, scheduling issues, and utilizing supervisors to assist with the revisions of the curriculum alignment, district assessments, and board approval for professional development opportunities. In addition it is a challenge to schedule sufficient common planning time to allow teachers to turn-key information to staff and new teachers, plan and share instructional strategies, analyze test data, and set goals.

SCHOOLWIDE COMPONENT: EVALUATION

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The district is successfully revising the elementary district Math and ELA alignment to incorporate the Common Core state standards, the revised NJ CCS, 21st Century Themes and Skills, Differentiated Instruction Lessons, along with the revision of district assessments in Math and ELA. The William Paterson University Professors in Residence provided Literacy Training for teachers in Grades 1 – 3. Teachers in Grade 1 – 5 continue to implement Writer’s Workshop and turn-key strategies to other staff members during common planning time and grade level meetings. NJ ASK test data in Grades 3, 4, and 5 was analyzed with the Data Team to identify those students in need of improvement for the PARCC extended day after school tutoring program. The weaknesses include the limited amount of family members able to participate in Family Literacy and Family Math based on funding and program guidelines, inability to provide services to all students who are in need of Wilson Foundations. In addition, continued revision of district assessments and curriculum alignments has been limited due to funding for the curriculum team to do the work.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Decisions regarding the implementation of all programs are communicated to the all staff members through PLC / grade level meetings, Data Team meetings, and faculty meetings, which include the principal and staff members.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff’s perceptions?

Staff members are made aware of new programs through weekly PLC / grade level meetings, Design Team, and Data Team meetings, and are provided opportunities to discuss these programs. These meetings provide staff members with information to restructure instructional strategies and ideas are turn-keyed to help with that initiative. They are aware that the District will make every effort to provide professional development opportunities to further develop new initiatives and that the process will be on-going to close any gaps that exist. The school will utilize district surveys, Marshall Observations, evaluation summaries, teacher feedback at weekly PLC /grade level meetings, and faculty meetings and teacher created student growth objectives and results to measure the staff’s perceptions.

SCHOOLWIDE COMPONENT: EVALUATION

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The NJ ASK Individual student reports are sent to parents of Gr. 3, 4, and 5 students in early September. These results are also shared with the principal, staff members, parents and students. The parents and the community are informed that the school is making every effort to improve student learning through increased rigor and Common Core standards implementation. The school will utilize parent surveys, attendance, feedback from parent / teacher conferences, attendance and feedback from Family Literacy, Family Math, Family Science, and attendance and feedback at Home and School Meetings to measure the community's perceptions.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

All programs that are being implemented to improve instruction are discussed at PLC/ Grade Level Meetings, Data Team, Design Team Meetings and Home and School Meetings. Programs such as Study Island, Gizmos and other educational websites are also available through the school website.

9. How did the school structure the interventions?

Interventions were structured according to best practices and based on data analysis from state and district assessments and through instructional staff scheduling.

10. How frequently did students receive instructional interventions?

SCHOOLWIDE COMPONENT: EVALUATION

Every effort is made to provide each student with interventions such as Writer's workshop, Differentiated Instruction, after-school tutoring, and project based learning on a daily basis. The William Paterson University PIR's use the Columbia Teacher's College IRLA's to determine a student's reading level in Grades 1 – 3. Data analysis of district and state assessments determine which students will receive services throughout the year such as Basic Skills, ESL, and Wilson Reading Foundations, and Resource Room. NJ ASK / PARCC Math and ELA test prep for selected students is also determined by data analysis of state assessments and is provided twice weekly for 8 weeks.

11. What technologies did the school use to support the program?

Computers, IPADS, IPADS Applications, Smart Boards, and web-based programs such as Study Island, Smart Board lessons, and on-line Reading Street Resources were utilized to support the program.

12. Did the technology contribute to the success of the program, and if so, how?

Students are more engaged when using technology and this positively affects their interest level. It also allows a student to work at their individual pace. In addition, the technology enables teachers to access a wealth of resources to improve their instructional strategies.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	23 38.3%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments (SGO); Model Curriculum Websites: https://www.edcite.com/http://parcc.pearson.com/practice-tests/http://www.state.nj.us/education/assessment/nvcc.nvnet.org ; utilizing running records to place children at appropriate reading level	<p>Criteria necessary to pass the NJ ASK assessment has been inconsistent from year to year.</p> <p>Roosevelt School # 7 continues to experience increased student mobility rates. In 2013 – 2014, 11 Grade 4 students were in Roosevelt School less than a year and of these, 8 students were in the district less than a year.</p> <p>The expectations of the NJASK assessments are not aligned to the students' IEP plan. The special ed. subgroup continues to be tested based on chronological age rather than academic performance level. This discrepancy and disallowance of students' limitation due to learning disability prevents this subgroup from consistently proficiency based on the ESEA - Annual Progress Targets.</p> <p>In 2013 - 2014, 11 - Grade 4 students were out of residence / out of district and did not receive any services provided.</p>
Grade 5	21 30.0%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments (SGO); Model Curriculum Websites: https://www.edcite.com/http://parcc.pearson.com/practice-tests/http://www.state.nj.us/education/assessment/nvcc.nvnet.org ; utilizing running records to place children at appropriate reading level	<p>Criteria necessary to pass the NJ ASK assessment has been inconsistent from year to year.</p> <p>Roosevelt School # 7 continues to experience increased student mobility rates. In 2013 – 2014, 6 Grade 5 students were in Roosevelt School less than a year and 6 students were in the district less than a year.</p> <p>The expectations of the NJASK assessments are not aligned to the students' IEP plan. The special ed. subgroup continues to be tested based on chronological age rather than academic performance level. This discrepancy and disallowance of students' limitation due to learning disability prevents this subgroup from consistently attaining proficiency based on the ESEA - Annual Progress Targets.</p> <p>In 2013 - 2014, 2 - Grade 5 students were out of residence / out of district and did not receive any services provided.</p>

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	11 18.3%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments (SGO); Model Curriculum Websites: https://www.edcite.com/ http://parcc.pearson.com/practice-tests/ http://www.state.nj.us/education/assessment/nvcc.nvnet.org	<p>Criteria necessary to pass the NJ ASK assessment has been inconsistent from year to year.</p> <p>Roosevelt School # 7 continues to experience increased student mobility rates. In 2013 – 2014, 11 Grade 4 students were in Roosevelt School less than a year and of these, 8 students were in the district less than a year.</p> <p>The expectations of the NJASK assessments are not aligned to the students' IEP plan. The special ed. subgroup continues to be tested based on chronological age rather than academic performance level. This discrepancy and disallowance of students' limitation due to learning disability prevents this subgroup from consistently proficiency based on the ESEA - Annual Progress Targets.</p> <p>In 2013 - 2014, 11 - Grade 4 students were out of residence / out of district and did not receive any services provided.</p>
Grade 5	3 4.3%	unavailable	PARCC Test Prep Tutoring; After School Tutoring; Writer's Workshop; Differentiated Instruction; Scott Foresman Unit Benchmark Assessments (SGO); Model Curriculum Websites: https://www.edcite.com/ http://parcc.pearson.com/practice-tests/ http://www.state.nj.us/education/assessment/nvcc.nvnet.org	<p>Criteria necessary to pass the NJ ASK assessment has been inconsistent from year to year.</p> <p>Roosevelt School # 7 continues to experience increased student mobility rates. In 2013 – 2014, 6 Grade 5 students were in Roosevelt School less than a year and 6 students were in the district less than a year.</p> <p>The expectations of the NJASK assessments are not aligned to the students' IEP plan. The special ed. subgroup continues to be tested based on chronological age rather than academic performance level. This discrepancy and disallowance of students' limitation due to learning disability prevents this subgroup from consistently attaining proficiency based on the ESEA - Annual Progress Targets.</p> <p>In 2013 - 2014, 2 - Grade 5 students were out of residence / out of district and did not receive any services provided.</p>

Evaluation of 2014-2015 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did or did not</u> result in proficiency.
Pre-Kindergarten				
Kindergarten	4	0	Guided Reading, Wilson Foundations, Differentiated Instruction, Project Based Learning, After School tutoring, Scott Foresman Baseline and EOY Benchmark Assessments (SGO); District Kindergarten ELA assessment	The Kindergarten assessment for the 2014 -2015 was District ELA End of Year Assessment. Kindergarten continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School continues to experience increased student mobility.
Grade 1	13	6	Reading Street Common Core 2013, Writer's Workshop, Guided Reading, Wilson Foundations, Differentiated Instruction, Project Based Learning, Family Literacy Night, After School tutoring, Scott Foresman Baseline and EOY Benchmark Assessments (SGO), District End of Year Fluency assessment, Running Records, and Study Island online assessments.	The Grade 1 ELA assessment for the 2014 -2015 was the District End of Year Fluency assessment. Grade 1 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School continues to experience increased student mobility.
Grade 2	2	1	Reading Street Common Core 2013, Writer's Workshop, Guided Reading, Wilson Foundations, Differentiated Instruction, Project Based Learning, Family Literacy Night, After School tutoring, Scott Foresman Baseline and EOY Benchmark Assessments (SGO), District Fluency assessment, Running Records, and Study Island online assessments.	The Grade 2 ELA assessment for 2014 -2015 was the Scott Foresman End of Year Benchmark assessment. Grade 2 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School continues to experience increased student mobility.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency.
Pre-Kindergarten				
Kindergarten	2	1	Differentiated Instruction, Project Based Learning, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum www.state.nj.us/education/modelcurriculum/	The Kindergarten Math assessment for 2014 -2015 was the District EOY Math assessment. Kindergarten continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School # 7 continues to experience increased student mobility.
Grade 1	3	2	Differentiated Instruction, Project Based Learning, Family Math Night, After School tutoring, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum www.state.nj.us/education/modelcurriculum/	The Grade 1 Math assessment for 2014 -2015 was the District EOY Math test. Grade 1 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School continues to experience increased student mobility.
Grade 2	6	0	Differentiated Instruction, Project Based Learning, Family Math Night, After School tutoring, Revised District Math Core Curriculum Alignment; Revised District Math Assessments (SGO) and Performance Tasks, Model Curriculum www.state.nj.us/education/modelcurriculum/	The Grade 2 Math assessment for 2014 -2015 was the District EOY Math test. Grade 2 continues to implement the Common Core standards and the revised district curriculum alignment. In addition, Roosevelt School continues to experience increased student mobility.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities; ELL; Homeless	William Paterson Professors in Residence	Yes	Lesson Plans Marshall Observations/Evaluations Columbia Teacher's College IRLA's (running records) Reading benchmark assessments (SGO's) Report Cards	Anticipated outcome in Grades 1 – 3 is increased scores on the NJ ASK/ PARCC ELA, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc.
Math – Gr. 4 & 5	Students with Disabilities; ELL; Homeless	Montclair State University Math Coach	Yes	Lesson Plans Marshall Observations/Evaluations Grade Level Attendance Sheets	Anticipated outcome in Grades 4 – 5 is increased scores on the NJ ASK/ PARCC Math, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improved achievement on district performance tasks, etc.
ELA	Students with Disabilities; ELL; Homeless	Guided Reading	Yes	Lesson Plans Marshall Observations/Evaluations Reading benchmark assessments (SGO's) Report Cards	Anticipated outcome in Grades 1 – 5 is increased scores on the NJ ASK/ PARCC ELA, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc.
ELA	Students with Disabilities; ELL; Homeless	Writer's Workshop	Yes	Lesson Plans Marshall Observations/Evaluations Writer's Workshop Folders Report Cards	Anticipated outcome in Grades 1 – 5 is increased scores on the NJ ASK / PARCC ELA, and ACCESS assessments, improved report card grades in ELA, improved achievement on district performance tasks, etc.
All content areas	Students with Disabilities; ELL;	Differentiated Instruction	Yes	Lesson Plans Marshall	The anticipated outcome in Grades 1 – 5 is increased scores on the ELA and Math section of the NJ ASK / PARCC assessments, increased scores on the ACCESS assessment, improved report

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
	Homeless			Observations/Evaluations Report Cards	grades in all academic areas, improved achievement on all district performance tasks, classroom assessments, etc.
ELA	Students with Disabilities; Homeless	Wilson Foundations Program	Yes	Lesson Plans Marshall Observations/Evaluations Report Cards	Anticipated outcome in Grades 1 – 5 is increased scores on the NJ ASK / PARCC ELA, and ACCESS assessments, improved report card grades in ELA, improved achievement on district performance tasks, etc.
ELA	Students with Disabilities; ELL; Homeless	Family Literacy Program	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples.	Anticipated outcome is to provide every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in the program.
Math	Students with Disabilities; ELL; Homeless	Family Math Program	Yes	Attendance Sheets Teacher and Parent Feedback Student Work Samples	Anticipated outcome is to provide every opportunity to all students to improve their Math and critical thinking skills with the support of parents and teachers trained in the program.
ELA; Mathematics	Students with Disabilities; ELL; Homeless	NJ ASK/ PARCC Test Prep Tutoring	Yes	Attendance Sheets Teacher Feedback Student Work Samples	The anticipated outcome is to provide every opportunity to all students to improve their Math, ELA, and Science NJ ASK PARCC scores.
ELA; Mathematics	Students with Disabilities; ELL; Homeless	Study Island Online Program	Yes	Lesson Plans Weekly Assignments Summer Assignments Student Scores.	The anticipated outcome in Grades 2 – 5 is increased assessment scores on all content sections of NJ ASK / PARCC assessments, improved report card grades in all content areas, improved achievement on district performance tasks, classroom assessments, etc.
Mathematics	ELL Homeless	District Math Benchmark Assessments (Gr. K – 5)	Yes	Lesson Plans Math benchmark assessments (SGO's)	The anticipated outcome in Grades K – 5 is increased scores on the NJ ASK/ PARCC Math, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in Math, improvement in critical thinking skills, and improved achievement on district performance tasks, etc.
ELA; Mathematics	Students with Disabilities; ELL; Homeless	District ELA / Social Studies and Math / Science Performance Tasks	Yes	Performance Task Rubric Scores Report Cards	The anticipated outcome in Grades K – 5 is improvement in ELA, math and critical thinking skills and mastery of the Common Core Standards and the revised NJ CCC standards.

SCHOOLWIDE COMPONENT: EVALUATION

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
All content areas	Students with Disabilities; ELL; Homeless	After School Tutoring	Yes	Attendance Sheets Teacher Feedback Student Work Samples	The anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.
Math	Students with Disabilities; ELL; Homeless Parents	Family Math Nights	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples	Anticipated outcome is to give every opportunity to all students to improve their Math and critical thinking skills with the support of parents and teachers trained in the program.
ELA	Students with Disabilities; ELL; Homeless Parents	Family Literacy Nights	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples	Anticipated outcome is to give every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in the program.
ELA, Math, Science	Students with Disabilities; ELL; Homeless	NJ ASK / PARCC Test Prep Tutoring	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples Records of Pre / Post Assessments on Study Island.	The anticipated outcome is to provide every opportunity to all students in Grades 3 – 5 to improve their Math, ELA, and Science NJ ASK / PARCC scores.
ELA	ELL	Title III Extended Year ESL Language Enrichment Program	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples	The anticipated outcome is to offer every opportunity for ELL students to improve their English language skills, and to advance their academic development level by having continuity of learning throughout the year in order to close the achievement gap.
ELA	ELL	Title III After School Program	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples	The anticipated outcome is to offer every opportunity for ELL students to improve their English language skills and to advance their academic development level by having continuity of learning throughout the year.
ELA / Math	Students with disabilities; Homeless	Summer Extended Year program	Yes	Attendance Sheets Parent and Teacher Feedback Student Work Samples	The anticipated outcome is to offer every opportunity for students with disabilities to advance their academic development level by having continuity of learning throughout the year.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA / Math	Newly enrolled Basic Skills students	Title 1 Assessment for Basic Skills Improvement	Yes	Norm Referenced Assessment Results	The anticipated outcome is that at risk students will be identified for eligibility of Basic Skills services.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities; ELL; Homeless Teachers of Grades 1 - 3 Special Education Teachers ELL Teachers	William Paterson Professors in Residence	Yes	Lesson Plans Marshall Observations/Evaluations Columbia Teacher's College IRLA's (running records) Reading benchmark assessments (SGO's)	Anticipated outcome in Grades 1 – 3 is increased scores on the NJ ASK/ PARCC ELA, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA, improved achievement on district performance tasks, etc.
ELA	New Teachers Elem. BSI Teachers Special Ed. & Resource Teachers	Writer's Workshop	Yes	Lesson Plans, Marshall Observations/Evaluations Writer's Workshop Folders Report Cards	Anticipated outcome in Grades 1 – 5 and Special Education is increased assessment scores on the NJ ASK / PARCC ELA assessments, improved report card grades in ELA, and improved achievement on district performance tasks, etc.
ELA and Math	Teachers of Grades 3,4 & 5 Special Education Teachers ELL Teachers	Standards Solution: PARCC Test Taking Strategies	Yes	Teacher Surveys Marshall Observations/Evaluations Teacher Plan Books	Anticipated outcome in Grades 3 – 5 is increased scores on the PARCC Math assessment, Student Growth Objective (SGO) results, improved report card grades in Math, improved achievement on district performance tasks, etc.
ELA; Mathematics; Social Studies / Science	ELA (Select Gr. K – 5 Faculty) Mathematics/ (Select Gr. 3-5 Faculty) Social Studies / Science (Select K-5 Faculty)	Curriculum Alignment District assessments and performance tasks	Yes	Teacher Attendance District Curriculum Alignment Document District Math Assessment Results District Pacing Guides District Performance Task Results	Anticipated outcome in Grades K – 5 is increased scores on the NJ ASK/ PARCC ELA, Math, and ACCESS assessments, Student Growth Objective (SGO) results, improved report card grades in ELA and Math , improved achievement on district performance tasks, etc. Revised curriculum alignments and Common Core State Standards will be implemented in classrooms according to the state mandated

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
					guidelines and timelines.
Technology	All K-5 Faculty	Technology Workshops (Real Time, Performance Matters, SMART board, Study Island, Gizmos, Discovery Learning)	Yes	Teacher Attendance Teacher Surveys Marshall Observations/Evaluations	Increased teacher proficiency in the use of Real Time, Performance Matters, Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. The Marshall Teacher rubric score and evaluations will indicate that teachers are using technology more effectively.
Health	Administrators Guidance Counselors Affirmative Action Representatives Teachers and Staff members	Bullying	Yes	Survey Participant Feedback /Surveys Safety Committee Meeting agendas and sign in sheets	Decrease of documented bullying incidents in school as per the implementation of the state's mandated bullying policy.
All content areas	K – 5 Teachers K – 5 Specialists	PLC /Design Team Weekly Meetings	Yes	Attendance Sheets Teacher Plan books Agendas Minutes Marshall Observations/Evaluations	Analysis of state and district assessment results to determine that Student Growth Objectives are being met in order to provide ongoing instructional focus.
All content areas	K – 5 Teachers K – 5 Specialists	Weekly Grade Level Meetings	Yes	Attendance Sheets Agendas Teacher Plan books Meeting Notes District ELA and Math assessment results	Weekly grade level meetings provide vertical and horizontal articulation regarding district-wide programs and grade level curriculum. Information regarding NJ ASK / PARCC data analysis, district and state mandates, SGO's, Writer's Workshop, Differentiated Instruction, Project Based Learning, and technology integration is turn-keyed at grade level meetings when necessary.

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
All content areas	Kindergarten Curriculum and Environment	Kindergarten Meet and Greet	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Positive feedback from teachers and parents attending. High attendance by parents and children.
All content areas	School Environment All Students Students with Disabilities Homeless ELL Parents	Back to School Night	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Improved attendance over previous years. Positive feedback from teachers and parents.
ELA; Math; Science	All Students Students with Disabilities Homeless ELL Parents	Family Math, Family Literacy, Family Science	Yes	Attendance Sheets Teacher Feedback Parent Feedback	High rate of attendance. Positive feedback from teachers and parents. Anticipated outcome is improved test scores on the district and state assessments.
All content areas	All Students Students with Disabilities Homeless ELL Parents	Parent-Teacher Conferences; At Risk Parent Conferences BSI/ESL parent meetings	Yes	Attendance Sheets Teacher Feedback Parent Feedback	Effective communication between teachers and parents regarding student's academic achievement. High rate of attendance.
Health/Physical Education	All Students Students with Disabilities Homeless ELL Parents	Field Day	Yes	Participation Rate of Parents	Parents volunteer to assist teachers and children with the annual Field Day activities.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
All content areas	All Students Students with Disabilities Homeless ELL Parents	Communication: <i>District and School Websites Letters, memos Reverse 911 phone messaging system</i>	Yes	Parent Feedback Participation Rate of Parents	Positive feedback from teachers and parents. Increased parent participation in school activities due to improved methods of communication.
All content areas	All Students Students with Disabilities Homeless ELL Parents	Home and School Association	Yes	Attendance Sheets Participation Rate of Parents	Increased rate of attendance. Positive feedback from parents and staff members.
All content areas	All enrolled students Parents	Gifts and Talents Project Fair	Yes	Attendance Sheets Parent Feedback	Positive parental response to support the gifts and talents program.
ELA	ELL Parents	District Adult ESL Evening Program	Yes	Parent Feedback Participation Rate	Participants acquired basic English language vocabulary and communication skills.

SCHOOLWIDE COMPONENT: EVALUATION

Principal’s Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that the school’s stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal’s NamePrincipal’s SignatureDate

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . ”

2015-2016 Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2015-2016 All content areas

Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading Includes: General Ed. Students Homeless Economically Disadvantage ELL Students	Scott Foresman Early Reading Intervention – Kdgn. Scott Foresman Reading Baseline, Interim, and End of Year District Assessments– Gr.K - 2; NJASK Gr. 3, 4, & 5; ACCESS Test (ELL students) Performance Tasks: Language Arts, Social Studies, Science; Report Cards / Interim Reports	The total population of students in Grades 3 – 5 met (Confidence Interval applied) the ESEA Progress Targets as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Reading scores in Grades 3 -5 shows a need for improvement in the area of Reading: Literature and Informational Text. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades 1 – 5. End of Year District Assessment results for in Grade 1- 2 also show positive gains in total scores. The ACCESS test for ELL students measures the extent of functional language, comprehension, and use of phonological, syntactic, and semantic structure rules, and comprehension and technical vocabulary in the content areas. The anticipated outcome is an increase in student achievement.
Academic Achievement – Reading Includes: Students with Disabilities	Scott Foresman Early Reading Intervention – Kdgn Scott Foresman Reading Baseline, Interim, and End of Year District Assessments– Gr.K - 2; NJASK Gr. 3, 4, & 5; Performance Tasks: Language Arts, Social Studies, Science; Report Cards / Interim Reports	Students with disabilities in Grades 3 – 5 did meet (Confidence Interval applied) the ESEA Progress Target (Confidence Interval applied) as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Reading scores in Grades 3 -5 shows a need for improvement in the area of Reading: Literature and Informational Text. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades 1 – 5. End of Year District Assessment results for in Grade 1- 2 also show positive gains in total scores.
Academic Achievement – Writing	Scott Foresman Reading Baseline,	The total population of students in Grades 3 – 5 met (Confidence Interval applied) the ESEA

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Includes: General Ed. Students Homeless Economically Disadvantaged ELL students	Interim, and End of Year District Assessments Writer's Workshop folders - Gr.1 - 5; NJASK Gr. 3, 4, & 5; ACCESS Test (ELL students); Performance Tasks: Language Arts, Social Studies, Science; Report Cards / Interim Reports	Progress Targets as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Writing scores in Grades 3 -5 shows progress in all areas. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades 1 – 5. End of Year District Assessment results for in Grade 1- 2 also show positive gains in total scores.
Academic Achievement – Writing Includes: Students with Disabilities	Scott Foresman Reading Baseline, Interim, and End of Year District Assessments Writer's Workshop folders - Gr.1 - 5; NJASK Gr. 3, 4, & 5; Performance Tasks: Language Arts, Social Studies, Science; Report Cards / Interim Reports	Students with disabilities in Grades 3 – 5 did meet (Confidence Interval applied) the ESEA Progress Target (Confidence Interval applied) as evidenced by the NJ ASK 2014 assessment in ELA. Overall the cluster data for NJ ASK Writing scores in Grades 3 -5 shows progress in all areas. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in ELA for students in grades 1 – 5. End of Year District Assessment results for in Grade 1- 2 also show positive gains in total scores.
Academic Achievement – Mathematics Includes: General Ed. Students Homeless Economically Disadvantaged ELL students	District Math Benchmark Baseline, Interim, and End of Year Assessments (K – 2) NJASK Gr. 3, 4, & 5; Performance Tasks: Math, Science; Report Cards / Interim Reports	The total population of students in Grades 3 – 5 did meet (Confidence Interval applied) the ESEA Progress Targets as evidenced by the NJ ASK 2014 assessment in Math. Overall the cluster data for NJ ASK Math scores in Grades 3 -5 shows continued progress in Mathematics: Number and Operations in Base Ten and Number and Operations – Fractions. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in Math for students in grades 1 – 5. District Math Benchmark results for students in Grade 1- 2 also show positive gains in total scores.
Academic Achievement – Mathematics Includes: Students with Disabilities	District Math Benchmark Baseline, Interim, and End of Year Assessments (K – 2) NJASK Gr. 3, 4, & 5; Performance Tasks: Math, Science; Report Cards / Interim Reports	Students with disabilities in Grades 3 – 5 did meet the ESEA Progress Target as evidenced by the NJ ASK 2014 assessment in Math. Overall the cluster data for NJ ASK Math scores in Grades 3 -5 shows continued progress in Mathematics: Number and Operations in Base Ten and Number and Operations – Fractions. Ongoing anecdotal records, SGO assessment results, performance tasks, and assessments show positive progress in Math for students in grades 1 – 5. District Math Benchmark results for students in Grade 1- 2 also show positive gains in total

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		scores.
Family and Community Engagement	Attendance Records: Home and School Meetings Family Math Family Literacy Family Science ESL/Basic Skills Parent Advisory and Local Parent Council Mtg. Teacher conferences Kindergarten Orientation Gifts and Talents Project Fair Back to School Night	Parental response has been positive as evidenced by attendance sheets, feedback and evaluation surveys.
Professional Development	Attendance records for district sponsored workshops PDP records PD Summary Sheet Technology Surveys PD surveys Curriculum Alignment and Assessments Revision documents	Online surveys for staff members regarding in-service professional development workshops provide information to support district wide goals. Select teachers in Grades K – 5 have been involved in the revision of the district Math and ELA curriculum alignment and assessments to meet the State guidelines and timelines for continued implementation of Common Core standards as evidenced by attendance sheets and curriculum documents. Elementary teachers in Grades 1 - 5 have completed professional development for NJ ASK / PARCC test prep, Real Time, Performance Matters, Smart Boards, curriculum alignment, Dyslexia Training, Differentiated Instruction, Affirmative Action, HIB, and Achieve NJ (SGO), Kim Marshall plan, co-teaching, etc. Information is turn-keyed at grade level meetings if necessary. Response has been positive as evidenced by attendance sheets, teacher feedback, classroom observations, and student work samples. PLC / Design Team weekly meetings and District Leadership/Facilitator meetings provide vertical and horizontal articulation regarding district-wide programs and grade level curriculum.
School Climate and Culture	Technology Surveys PD surveys	A significant portion of our student population is of non-English origin. Our ESL and Special Education teachers participate in the same professional development as the classroom teachers. In addition, the district offers extended day and year programs for each of these subgroups. Teacher feedback on technology issues provides integration and level of ability in order to drive future professional development.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Leadership	District Leadership / Assistant Curriculum Coordinator Meetings Administrative Meetings PLC Data Team	Within the school, meetings occurred regularly to develop school wide initiatives to foster educational growth that was communicated at weekly district facilitator meetings.
School-Based Youth Services	School Guidance Counselor Records Intervention and Referral Services (I & RS) Records	Counseling services for students are provided based on need and recommendation. Students are referred by teachers to determine interventions needed before being referred to the Child Study Team.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment?

The principal, the school assistant curriculum coordinator, data team, and faculty members conducted an analysis of the State and district assessment results in order to reach consensus regarding instructional priorities for Roosevelt School # 7. Using these results, the group determined critical issues for the school and provided strategies for effective instruction to improve learning and align measurable school goals with district goals. The principal, assistant curriculum coordinator and teachers discuss state and district test data at weekly grade level meetings and data team meetings. During these meetings teachers identify needs and focus on strategies to improve student achievement. Teachers develop plans and goals for the year based upon their findings. Our collaboration with the William Paterson University Professors in Residence program provides valuable instructional strategies that enable teachers to be actively involved with the implementation of initiatives to improve student achievement.

2. What process did the school use to collect and compile data for student subgroups?

The data for the state assessment, NJ ASK/ PARCC, is collected by the state approved agencies and/or vendors and disseminated to the individual districts and schools. The data for the Scott Foresman Baseline, Interim, and End of Year District ELA assessments, and the district Math assessments, is collected and then analyzed by the Principal, assistant curriculum coordinator, data Team, and grade levels to identify indicators that increase and decrease.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ¹

Since the data for PARCC/ NJ ASK testing is disaggregate by a state approved company, we are confident that the data is statistically sound. The Performance Matters Data System provides further documentation of state assessment scores. Scott Foresman, which publishes the Baseline, Interim, and End of Year assessments, is also a research based Reading program.

4. What did the data analysis reveal regarding classroom instruction?

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

The data analysis of district and state assessments reveal the areas in ELA and Math that additional professional development in small group instruction would be beneficial. The Scott Foresman Baseline, Interim, and End of Year ELA District assessments address individual student's needs and provide valuable information for guided reading groups. In addition, the district math assessments (K – 5) highlight specific areas of improvement across all grade levels that guide instructional strategies.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis revealed that the implementation of professional development such as Writer's Workshop, PARCC Test Prep, Differentiated Instruction, Common Core Curriculum Revision, and technology training has been successful as evidenced by the District Math assessment results, and Scott Foresman Baseline, Interim, and EOY assessments.

6. How does the school identify educationally at-risk students in a timely manner?

State and district standardized assessments are analyzed as soon as results are disseminated to the individual schools. The Teacher Observation Rating Scale, Teacher Rating Scale (TRS), Scott Foresman Baseline, Interim, and End of Year District Assessments, along with district created Math assessments and ELA performance tasks help to provide evidence to support Basic Skills intervention. The data is compiled and analyzed by the principal, school facilitator, Federal Programs Supervisor, Basic Skills teachers and classroom teachers.

7. How does the school provide effective interventions to educationally at-risk students?

Teachers identify "at-risk" students in danger of retention and work to create action plans to remedy the situation. Students may also be recommended by teachers to the Intervention and Referral Services (I&RS) Team to determine academic intervention strategies prior to testing by the CST. Additional support may be offered through Basic Skills, ESL, or after-school tutoring, depending on the student's needs.

8. How does the school address the needs of migrant students?

We do not have migrant students.

9. How does the school address the needs of homeless students?

Homeless students, in addition to being provided transportation to and from school, are offered the same services as the total population of students.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All teachers coordinate instructional strategies for all students, discuss project based learning lessons, implementation of revised district curriculum, trimester pacing guides, differentiated instruction, Writer's Workshop lessons, compare student work and create learning opportunities that focus on academic areas of improvement. Continuous and measurable assessments are obtained through Scott Foresman Baseline, Interim, and End of Year Reading District Assessments, running records, school-wide portfolios, district math assessments, district interdisciplinary performance tasks, and NJ ASK/ PARCC assessments. This information enables teachers to make appropriate instructional modifications based on student performance.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

The Transition team consists of three separate teams. The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, Elementary School Assistant Curriculum Supervisor and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, one school facilitator / supervisor, one Kindergarten teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS.

Each team works collaboratively to provide on-going communication between the preschool and the elementary school. Both the preschool and the kindergarten use Performance Based Assessments (PBA); these assessments follow students from one grade level to the other.

Preschool students visit Kindergarten classrooms in May and the Kindergarten teachers and students provided preschool students with a classroom activity to enhance the transition into Kindergarten for the Preschool students.

Summer packets are prepared by the Kindergarten team and are distributed and provided to students. The elementary schools provide parents and preschool students with the opportunity to visit their school and the staff at their neighborhood elementary school. At this program families are provided with a brief review of the procedures for the first day of school and information regarding the school and expectations at the elementary school level, families also receive a tour of the elementary school.

The fifth grade elementary students visit the Garfield Middle School to meet the faculty and staff and receive a tour of their new building. They will also become familiar with the rules and routines. In addition the Middle School has implemented Writer's Workshop in Grades 6 – 8. All fifth grade Writer's Workshop folders are sent to the Middle School Language department at the end of the school year, so in-coming sixth grade students continue with a program they are familiar with.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

The principal, the assistant curriculum supervisor, and faculty members along with the data team conducted an analysis of the State and district assessment results, the ESEA Annual Progress Targets, SGO results in ELA and Math, and district math and ELA assessments in order to reach consensus regarding instructional priorities for Roosevelt School # 7. According to the ESEA School Performance report, 30.7% of the students did not attain the ELA school progress target of 75.4% (*Confidence Interval applied) and 13.6% of the students did not attain the Math school progress target of 88.7 %(*Confidence Interval applied). Using these results, the group determined critical issues for the school and provided strategies for effective instruction to improve learning and align measurable school goals with district goals. The principal, assistant curriculum supervisor, and teachers analyzed test data at weekly grade level meetings. During these meetings teachers identified needs and focused on strategies to improve the priority problems. Teachers developed plans and goals for the year based upon their findings.

Along with analysis of test and teaching practice needs, educational staff credentials are reviewed to determine that all teachers within the school meet the state of NJ Definition of being Highly Qualified and are working toward obtaining the 100 hours of PD over 5 years (20 hrs. per year).

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA – All students	ELA – Professional Development - Teachers
Describe the priority problem using at least two data sources	The priority problem is to improve scores in Reading, specifically comprehension in literature and informational text on district and state assessments for all students, including students with disabilities, Hispanic, and economically disadvantaged students based on the 2014 NJ ASK ELA data, ESEA School Performance Data, and SGO results.	The priority problem is to provide professional development for teachers in order to improve student achievement on district and state assessments. The teachers in Gr. 1 – 5 teachers, Basic Skills and Special Ed. teachers, and new teachers will continue to use Writer's Workshop strategies. All teachers in Gr. 1– 3 will continue to receive in-class/grade level professional development and supplemental workshops through the William Paterson University Professor in Residence Program for Reading. All teachers will be trained to administer the Colombia University Teacher's College IRLA'S to all students. In addition teachers will be trained to utilize the Raz-Kids online reading program. K-2 teachers will receive training in the Daily 5.
Describe the root causes of the problem	<p>Teacher training to improve instructional strategies in comprehension in literature and informational text.</p> <p>Roosevelt School # 7 continues to have a mobile student population and increased class sizes.</p> <p>Our Special Education population takes the NJASK/PARCC assessment on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the NJ ASK/PARCC assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.</p> <p>In 2013-2014 23 - SE students in Grades 3 -5 were out of residence / out of district and did not receive any services provided by Roosevelt</p>	<p>The continued implementation of Writer's Workshop for Grade 1, Basic Skills, and Special Education teachers is necessary for continued improvement of student achievement in ELA for the total student population.</p> <p>Assessment scores on district and state assessments, ESEA School Performance Data, and SGO results, shows that additional professional development for Gr. 1 – 5 teachers is needed to improve instructional strategies in Reading comprehension, literature and informational text.</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	School # 7.	
Subgroups or populations addressed	All subgroups and populations	Teachers
Related content area missed	ELA	ELA
Name of scientifically research based intervention to address priority problems	Scott Foresman Reading Street Benchmark Assessments Guided Reading Columbia Teacher's College IRLA's Differentiated Instruction Writer's Workshop Wilson Reading Foundations Program Study Island Technology Program Raz-Kids www.Achievethecore.org Extended Day Program	Writer's Workshop - Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. <u>Teachers College Reading and Writing Project</u> Extended Day Program http://readingandwritingproject.com/resources/assessments/reading-assessments.html Daily 5 Model Curriculum website: www.state.nj.us/education/modelcurriculum/
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district curriculum and the National Common Core State Standards.	All strategies and programs are aligned with the revised district curriculum and the National Common Core State Standards.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Math – All Students	
Describe the priority problem using at least two data sources	The priority problem is to show continued progress in Math, specifically Number and Operations in Base Ten and Number and Operations – Fractions, on district and state assessments for all students, including students with disabilities, Hispanic and economically disadvantaged students based on 2014 NJ ASK Math data, ESEA School Performance Data, and SGO results.	
Describe the root causes of the problem	<p>Teacher training to improve instructional strategies in Number and Operations in Base Ten and Number and Operations – Fractions. Funding for a district Elementary Common Core aligned Math series is needed for grades K-5.</p> <p>Roosevelt School # 7 continues to have a mobile student population and increased class sizes.</p> <p>Our Special Education population takes the NJASK/PARCC assessment on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the NJ ASK/PARCC assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.</p> <p>In 2013-2014 23 - SE students in Gr. 3 -5 were out of residence / out of district and did not receive any services provided by Roosevelt School # 7.</p>	
Subgroups or populations addressed	All student subgroups and populations	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Related content area missed	Math	
Name of scientifically research based intervention to address priority problems	Differentiated Instruction Study Island Technology Program Extended Day Program Model Curriculum : www.state.nj.us/education/modelcurriculum/ NCTM: www.nctm.org Wowzers www.Achievethecore.org	
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district curriculum and the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school:					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	All students – Gr. 1 - 5 Homeless ELL Students with Disabilities	Writer's Workshop Gr.1 – 5 teachers, New teachers, Basic Skills and ESL teachers	District Administrators, District Curriculum Supervisor, Principal, Supervisor; Federal Programs Supervisor; Teachers – Gr. 1 - 5 Reading Specialist	ELA/Social Studies Performance Task scores Interim Reports Report cards Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt. PARCC ELA Assessment	<u>The Writer's Workshop by Ralph Fletcher and Joann Portalupi</u> <u>Craft Lessons by Ralph Fletcher</u> Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.
ELA	All students – Gr. 1 - 3 Homeless ELL Students with Disabilities	Columbia Teacher's College Reading and Writing Project	District Administrators, District Curriculum Supervisor, Principal, Federal Programs Supervisor; Teachers – Gr. 1 - 3 Reading Specialist	IRLA's (Integrated Reading and Language Arts Assessments) Scott Foresman Baseline, Interim, and End of Year Benchmark Assmt. Interim Reports Report cards	<u>Teachers College Reading and Writing Project</u> http://readingandwritingproject.com/resources/assessments/reading-assessments.html The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).
ELA	All students – Kindergarten; Gr. 4 - 5 Homeless ELL Students with Disabilities	Scott Foresman Reading Street Series	Teachers – Gr. K - 5, ESL Teacher, Principal, Reading Specialist, District P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor; Federal Programs Supervisor	Scott Foresman Baseline Assessment, Unit Benchmark Assessments, and End of Year Benchmark Assessment, Report Cards, Interim Reports, Teachers and Reading Specialist feedback	Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program focuses on progress-monitoring and small group management (Pearson Education, 2010)
All content areas	Gr. K	Assessment of Practices in Early	Kdgn. Teachers, Principal, District P-3	Report Cards Interim Reports	Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete,

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		Elementary Classrooms (APEEC)	Supervisor, Early Childhood Coaches, District Curriculum supervisor, District Administrators	Teachers and Reading Specialist feedback Unit Benchmark assessments, End of the Year Benchmark Assessment	disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995).
ELA	All students – Gr. 1 - 5 Homeless ELL Students with Disabilities	Wilson Foundations Program	District Administrators, District Curriculum Supervisor, Federal Programs Supervisor; Child Study Team Supervisor; Reading Specialist; Trained teachers	Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments W.I.A.T.T. assessment Interim Reports Report Cards Study Island (online academic program) pre/ post assessment	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for “at-risk” students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/
All content areas	All students – Gr. K - 5 Homeless ELL Students with Disabilities	Differentiated Learning	District Administrators, District Curriculum Supervisor, Principal, Teachers – Gr. K – 5	Marshall Observations/Evaluation Summaries Interim Reports Report Cards	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf Hall, 2002; Tomlinson, 1995;1999 Differentiated learning allows students to work at their ability, readiness and/or interest and or learning styles.
ELA	All students – Gr. 1 - 3 Homeless ELL Students with Disabilities	*Reading Street Common Core 2013	Gr. 1 – 3 Teachers, Basic Skills Teachers, ESL Teacher, Principal, Reading Specialist, District P-3 Supervisor, District Curriculum Supervisor	Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments Marshall Observations / Evaluation Summaries Columbia Teacher's College IRLA's Interim Reports Report Cards	www.pearsonschool.com
ELA	All students –	Guided Reading	District	Scott Foresman Baseline,	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	Gr. 1 - 5 Homeless ELL Students with Disabilities		Administrators, District Curriculum Supervisor, Principal, Reading Specialist, Teachers - Gr. 1 – 5	Interim, and End of Year Benchmark Assessments Columbia Teacher's College IRLA's Interim Reports Report Cards Marshall Observations/Evaluation Summaries	.pdf http://www2.scholastic.com/browse/article.jsp?id=4343 https://www.msu.edu/user/tarjason/What%20is%20Guided%20Reading.pdf Guided reading allows students to progress at their own speed and skill level.
All content areas	All students – Gr. K - 5 Homeless ELL Students with Disabilities	Project Based Learning	District Administrators, District Curriculum Supervisor, Principal, Teachers and Teacher Specialists - Gr. K - 5	Performance tasks Marshall Observations / Evaluation Summaries	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11PC020.aspx
ELA	All students Homeless ELL Students with Disabilities	Family Literacy	District Administrators, Federal Programs Supervisor, Principal, Teachers - Gr. 2 - 5	Attendance Records Parent Surveys Evaluations District and State assessments Scott Foresman Baseline and End of Year Benchmark Assessments Interim Reports Report Cards	Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Mathematics	All students Homeless ELL Students with Disabilities	Family Math	District Administrators, Principal, District Curriculum Supervisor, Teachers - Gr. 2 – 5	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Report Cards	Research supports a connection between a student's academic achievement and parental involvement. http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html
ELA	All students Homeless ELL Students with Disabilities	Comprehension Strategies	District Administrators, District Curriculum Supervisor, Reading Specialist; Teachers – Gr. 1 - 5	Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments PARCC ELA Assessment Interim Reports Report Cards	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf <u>Strategies that Work – Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey & Anne Goudvis Copyright 2000 <u>Mosaic of Thought - Teaching Comprehension in a Reader's Workshop</u> by Ellin O. Keene & Susan Zimmermann Copyright 1997
Mathematics	Grades 3 - 5 Homeless ELL Students with Disabilities	Wowzers	District Administrators, District Curriculum Supervisor, Teachers – Gr. 3 - 5	Math Baseline, Interim, and End of Year Assessments PARCC Math Assessment Interim Reports Report Cards	http://www.wowzers.com/research Technology Integration, Technology in Schools: http://nces.ed.gov/pubs2003/tech_schools/chapter7.asp Teachers' Use of Educational Technology in the US Public Schools :2009 http://nces.ed.gov/pubs2010/2010040.pdf
ELA	Grades 3- 5 Homeless ELL Students with Disabilities	Raz-Kids	District Administrators, District Curriculum Supervisor, Reading Specialist; Teachers – Gr. 3 - 5	Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments PARCC ELA Assessment Interim Reports Report Cards	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf https://www.raz-kids.com/main/AboutRazKids/ Technology Integration, Technology in Schools: http://nces.ed.gov/pubs2003/tech_schools/chapter7.asp Teachers' Use of Educational Technology in the US Public Schools :2009

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					http://nces.ed.gov/pubs2010/2010040.pdf
ELA	Grades K - 2 Homeless ELL Students with Disabilities	Daily 5	District Administrators, District Curriculum Supervisor, Reading Specialist; Teachers – Gr. K - 2	Scott Foresman Baseline, Interim, and End of Year Benchmark Assessments PARCC ELA Assessment Interim Reports Report Cards	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf https://www.thedailycafe.com/daily-5 Technology Integration, Technology in Schools: http://nces.ed.gov/pubs2003/tech_schools/chapter7.asp Teachers' Use of Educational Technology in the US Public Schools :2009 http://nces.ed.gov/pubs2010/2010040.pdf

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	All students Homeless ELL Students with Disabilities	Family Literacy	District Administrators, Principal, Facilitator/Supervisor, Teachers	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Scott Foresman Baseline and End of Year Benchmark Assessment Report Cards	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap
Math	All students Homeless ELL Students with Disabilities	Family Math	District Administrators, Principal, Facilitator/Supervisor, Teachers	Attendance Records Parent Surveys Evaluations District and State assessments Interim Reports Report Cards	http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html
All content areas	Gr. K – 5 at risk students including Homeless ELL Students with Disabilities	After school tutoring	Principal, Teachers - Gr. K- 5	Attendance Records District Math Assessments Performance Tasks Interim Reports Report cards District and State	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work Robert J. Marzano Copyright 2009

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				assessments	
Math, ELA Science	Gr. 3 – 5 at risk students Including Homeless ELL Students with Disabilities	PARCC Test Prep Tutoring	District Administrators, Principal, Facilitator/Supervisor,; Teachers – Gr. 3 - Gr. 5	NJ ASK / PARCC state assessment scores Student Work Samples Performance Tasks District assessments	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
Math / ELA	Students with Disabilities	Extended – year Special Education Program	Special Services Director	Pre-assessment Project-based post assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
ELA ELL	ELL Students	Title III Extended year ESL Language Enrichment Program	District Administrators, Federal Programs Supervisor, Principal, ESL Teachers	Attendance Records Student Work Samples Parent Surveys Evaluations District and State assessments Interim Reports Report Cards	www.wida.us/standards/help.aspx

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA ELL	ELL Students	Title III After School Program	District Administrators, Federal Programs Supervisor, Principal, ESL Teachers	Attendance Records Student Work Samples Parent Surveys Evaluations District and State assessments Interim Reports Report Cards	www.wida.us/standards/help.aspx

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Writing	New teachers, Basic Skills Teachers, Special Ed. Teachers, ELL Teachers	Writer's Workshop	District Administrators, District Curriculum Supervisor, Principal, Teachers Gr. 1 - 5	Attendance Sheets, Teacher Feedback, Teacher Surveys, Marshall Observations / Evaluation Summaries Student Work samples	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	Grade 1 - 3 Teachers; Basic Skills Teachers, Special Ed. Teachers, ELL Teachers	William Paterson University Professor in Residence Program	District Administrators, District Curriculum Supervisor, Principal, Teachers Gr. 1 - 3	Grade Level Meeting Agendas Grade Level Meeting Attendance Sheets Teacher Feedback, Teacher Surveys, Marshall Observations / Evaluation Summaries Columbia Teachers College IRLA's	All teachers in Gr. 1– 3 will continue to receive in-class/grade level professional development and supplemental workshops through the William Paterson University Professor in Residence Program for Reading. <u>Teachers College Reading and Writing Project</u> http://readingandwritingproject.com/resources/assessments/reading-assessments.html The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).
ELA, Math (Gr. K – 5), Social Studies Science	Select Teachers; Gr. K- 5	Summer Curriculum Committee Revision - District Alignments and Assessments	District Administrators, District Curriculum Supervisor; Teachers / Specialists Gr. K - 5	Attendance Sheets Teacher Feedback, Teacher Surveys, Marshall Observations/ Evaluation Summaries Plan books	http://www.corestandards.org/ Use of Content Standards to Guide Curriculum and Instruction: http://nces.ed.gov/surveys/frss/publications/98025/index.asp?sectionid=3
ELA Math	All Teachers Gr. K - 5	School Data Team	Principal, District Curriculum Supervisor; Federal Programs Dept., Data Team	Data from the following into visual graphics over three years: NJ ASK /PARCC results Cluster scores – NJ ASK District Math/ELA trimester assessment results SGO Baseline, Interim, and EOY results	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Technology - All content areas	All Teachers Grades 2 - 5	Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)	District Administrators, District Curriculum Technology Supervisor, Principal, Teachers / Specialists Gr. K - 5	Attendance Sheets, Teacher Feedback, Teacher Surveys, Classroom Observations EQT walk-throughs.	Technology Integration, Technology in Schools: http://nces.ed.gov/pubs2003/tech_schools/chapter7.asp Teachers' Use of Educational Technology in the US Public Schools :2009 http://nces.ed.gov/pubs2010/2010040.pdf
School Environment; Character Education	All Teachers Administrators, Guidance counselors, Affirmative Action representatives	Bullying (Olweus Bullying Program)	District Superintendent, District Administrators, Principal, Guidance counselors, Affirmative Action Reps.	Participant Feedback /Surveys Safety Committee Meeting agendas and sign in sheets Decrease of incidences of bullying	The Olweus Bullying Program is a research-based, is a whole-school program aimed at preventing or reducing bullying throughout a school setting. The program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: <ul style="list-style-type: none"> Reducing existing bullying problems among students Preventing new bullying problems Achieving better peer relations at school www.olweus.org
Reading	Reading Specialists; Special Education Teachers; Select Trained Teachers	Wilson Foundations Program	District Administrators, District Curriculum Supervisor, Federal Programs Supervisor; Child Study Team Supervisor; Reading Specialists; Trained teachers	Wilson Training Certification Marshall Observations / Evaluation Summaries	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/

SCHOOLWIDE COMPONENT: Reform Strategies

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

All stakeholders will be responsible for evaluating the school wide program for 2015 – 2016. This includes District Administrators, Supervisors, teachers, and specialists. This will be conducted internally with the principal, Data Team, and faculty meetings. These results will also be shared at District Leadership Meetings.

2. What barriers or challenges does the school anticipate during the implementation process?

The challenges that face the school and district will be trying to find substitute coverage for teachers to attend professional development embedded in the school day, funding for qualified providers of professional development, scheduling issues, and utilizing facilitators / supervisors to assist with the revisions of the curriculum alignment, district assessments, and board approval for professional development opportunities. In addition it is a challenge to schedule sufficient common planning time to allow teachers to turn-key information to staff and new teachers, plan and share instructional strategies, analyze test data, and set goals.

SCHOOLWIDE COMPONENT: Reform Strategies

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Decisions regarding the implementation of all programs will be communicated to the District Leadership Committee, all staff members through faculty meetings. In addition, Data Team minutes are sent to the district superintendent to keep him abreast of school wide goals and projects.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The school will utilize district surveys, Marshall Observations, evaluation summaries, teacher feedback at faculty meetings, and teacher created student growth objectives and results to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The school will utilize parent surveys, attendance and feedback from parent / teacher conferences, attendance and feedback from Family Literacy, Family Math, Family Science, and attendance and feedback at Home and School Meetings to gauge the perceptions of the community.

6. How will the school structure interventions?

Interventions will be structured throughout the 2015 – 2016 school year according to best practices and based on data analysis from state and district assessments and through instructional staff scheduling to ensure student achievement. Interventions will be monitored through lesson plans, Marshall Observations, trimester assessment results, SGO baseline, interim, and end of year results, etc.

7. How frequently will students receive instructional interventions?

Every effort will be made to provide each student with interventions such as Writer's workshop, Differentiated Instruction, after-school tutoring, and project based learning on a daily basis. The William Paterson University PIR's will use the Columbia Teacher's College IRLA's to determine a student's reading level in Grades 1 – 2. Data analysis of district and state assessments will determine which students will receive services throughout the year such as Basic Skills, ESL, and Wilson Reading Foundations, and Resource

SCHOOLWIDE COMPONENT: Reform Strategies

Room. NJ ASK / PARCC Math and ELA test prep for selected students will also be determined by data analysis of state assessments and will be provided twice weekly for 10 weeks.

8. What resources/ technologies will the school use to support the school wide program?

Computers, laptops, IPADS, Smart Boards, document cameras and web-based programs such as Study Island, Raz kids, Wowzers, Smart Board lessons, and on-line Reading Street Resources will be utilized to support the program. In addition, educational websites and resources are posted on the Roosevelt School # 7 school website.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The school will use district trimester assessment results, trimester performance task results, SGO baseline, interim, and end of year results in Math and ELA, interim reports, report cards, running records (IRLA's), Study Island assessment results, Access assessment results, and NJ ASK / PARCC assessment results to measure the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the school wide program evaluation to its stakeholder groups through Data Team meetings, faculty meetings, Home and School Meetings, and at District Leadership Meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
School Curriculum and Environment	All Students Students with Disabilities, ELL, Homeless, Parents	Back to School Night	Principal; Assistant Curriculum Coordinator, Teachers /Specialists	Attendance Sheets Teacher Feedback Parent Feedback	http://www2.ed.gov/pubs/PFIE/bettredu.html
Mathematics, ELA, Technology	All Students Students with Disabilities, ELL, Homeless, Parents	Family Math, Family Literacy	Principal; Assistant Curriculum Coordinator, Teachers	Attendance Sheets Teacher Feedback Parent Feedback	http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap http://www.njea.org/news-and-publications/njea-review/february-2011/instilling-a-love-of-learning-at-home http://www2.ed.gov/pubs/PFIE/bettredu.html
All content areas	All Students Students with Disabilities, ELL, Homeless, Parents	Parent-Teacher Conferences; At Risk Parent Conferences BSI / ESL Parent Meetings	District Administrators, Principal; Teachers /Specialists Federal Programs Supervisor; BSI / ESL Teachers	Attendance Sheets Teacher Feedback Parent Feedback	Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/
School Curriculum and	All Students Students with	Back to School Night	Principal Assistant Curriculum	Attendance Sheets Teacher Feedback	http://www2.ed.gov/pubs/PFIE/bettredu.html

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Environment	Disabilities Homeless ELL Parents		Coordinator, Teachers /Specialists	Parent Feedback	
Physical Ed., Character Ed., Parental Involvement	All Students Students with Disabilities Homeless ELL Parents	Field Day	Principal; Phys. Ed. Teacher; Teachers/Specialists; Home and School Assoc.; Parents	Parent Attendance Sheets	Research supports a connection between a student's academic achievement and parental involvement.
Communication; Parental Involvement	All Students Students with Disabilities Homeless ELL Parents	Communication: <i>District and School Websites, Letters, memos, Reverse 911 phone messaging system</i>	District administrators, Principal	Parent Feedback Teacher Feedback Increased parent participation rates due to improved communication	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. http://nces.ed.gov/surveys/frss/publications/98032/index.asp?sectionid=3
School curriculum and environment, Parental Involvement	All Students Students with Disabilities Homeless ELL Parents	Home and School Association	Principal, Home and School Executive Board	Attendance Sheets Parent Feedback Teacher Feedback	http://www2.ed.gov/pubs/PFIE/bettredu.html
All content areas	All enrolled students; Parents	Gifts and Talents Project Fair	District Administrators; PEAK Teacher	Attendance Sheets Teacher Feedback Parent Feedback Student Work Samples	Project-Based Learning: Student Engagement Leads to Student Achievement: http://www.ascd.org/professional_development/institutes/PD11P/C020.aspx Bergen County Consortium for teachers of the gifted: www.bccgt.net New Jersey Association for Gifted Children njagc.org

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELL, Language acquisition	Parents ELL	Adult ESL Evening Program	Fed. Programs Supervisor; ELL Staff Members	Attendance Sheets Parent Feedback	http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp
All content areas, Parental Involvement	All Students Students with Disabilities Homeless ELL Parents	NCLB Committee	Principal, NCLB Chairperson; Assistant Curriculum Coordinator; Committee Members	Attendance Sheets Teacher Feedback Parent Feedback	http://www2.ed.gov/pubs/PFIE/bettredu.html

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The connection between parent involvement and the priority problems identified in the needs assessment is minimal. Our Special Education parents are very concerned about their children's progress. The problems associated with the academic achievement for the identified subgroups, have little or nothing to do with parental involvement or lack of. The performance problems exist even though parents take an active role in their children's performance. Our Special Education population takes the NJ ASK/PARCC test on their chronological grade level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The academic expectations of the NJ ASK/PARCC assessment are not parallel to the student's Individual Education Plan. Extra time, small settings and an understanding of instructions are insufficient assistance for students whose learning problems prevent reading text at a chronological grade level.

2. How will the school engage parents in the development of the written parent involvement policy?

The Garfield School District has written Parent involvement Policy developed in collaboration with teachers and parents of participating Title I students and is evaluated annually. The Board of Education annually approves the policy.

3. How will the school distribute its written parent involvement policy?

The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

4. How will the school engage parents in the development of the school-parent compact?

The compact is mailed home to parents.

5. How will the school ensure that parents receive and review the school-parent compact?

The compact is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The School-Parent Compact and Right to Know are distributed at the beginning of each school.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

6. How will the school report its student achievement data to families and the community?

- a. Disaggregated NJASK /PARCC assessment results are disseminated to the Data Team and published in the local newspaper each spring.
- b. School test data is discussed at Board of Education meetings that are open to the public.
- c. A copy of the School Report Card published by the state of New Jersey is available on the NJDOE web site. Disaggregated NJASK/PARCC test data as well as other data are available within that document

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to Annual Measurable Achievement Objectives and the Target Action Plan is posted on the school's website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- a. Each student's individual profile report (Gr. 3 – 5) for the NJASK / PARCC is sent home for parental review.
- b. Disaggregated NJASK / PARCC assessment results are disseminated to the Data Team and published in the local newspaper each spring.
- c. A copy of the School Report Card, published by the state of New Jersey, is available on the NJDOE web site. Disaggregated NJASK/PARCC test data as well as other data are available within that document.

9. How will the school involve families and the community in the development of the Title I School wide Plan?

Ongoing programs for academic achievement such as Writer's Workshop, Family Literacy, Family Math, PARCC prep workshops and parent workshops etc. were also discussed with parents.

10. How will the school inform families about the academic achievement of their child/children?

- a. Each student's individual profile report (Gr. 3 – 5) for the NJASK / PARCC is sent home for parental review.
- b. Parents receive interim reports and report cards three times a year.
- c. Parent conferences

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Family Math and Science Nights
- Basic Skill & ESL Conference/Meetings
- Adult ESL Program
- Professor In Residence Parent Workshop

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	30	Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, faculty meetings, and contractual benefits which support continuing education.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	7	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	N/A	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, faculty meetings, and contractual benefits which support continuing education.	The school principal, district superintendent, and local Board of Education are responsible for retaining highly qualified staff.